

Rhode Island College
Feinstein School of Education and Human Development
Department of Educational Studies

Course:

SED 554: Learning in Middle and High Schools

Course Information:

Pre-requisites: The course is one of 5 required courses in the M.Ed. program core. To take this course, a student must be accepted into the M.Ed./A.S.T.L. program and have completed the first-year core courses in the program (SED 551, SED 552, SED 553).

Catalog description: Using research and theory from various disciplines, students examine physical, social, emotional, cultural, and cognitive factors in students' learning and conduct field study.

Relationship to the Professional Program

In-service teachers study contemporary theory and research broadly related to issues of learning. Teachers conduct field study to produce a descriptive analysis of two of their learners, with particular attention to the analysis of student work. The readings provide theories, concepts and examples for analysis in the field studies. The work of the course is conducted within a community of like-minded professionals who collaborate in sharing their expertise as well as the challenges of their work. The work of this course builds on the skills and knowledge developed in the three preceding core courses, especially the familiarity with practitioner research and social and cultural factors in schooling.

Course Texts and Materials:

Claxton, G. & G. Wells (Eds.). (2002). Learning for life in the 21st century. NY: Blackwell.

Additional readings will be distributed. (See List of Resources for bibliographic information).

Access to the internet will be required to access web-based materials and to contribute weekly postings to the Course Blog.

Outcomes:

By the end of the course, candidates will be able to:

1. Explain contemporary issues and theories of learning of relevance for teaching (Knowledge 1; Practice 1; NBPTS: 1, 4);
2. Apply contemporary research and theories of learning to the analysis of their students (Knowledge 1, 3; Practice 1, 3; NBPTS: 1, 2, 3, 4);
3. Integrate research and theories of learning with knowledge of students' diversity for planning of instruction (Knowledge 1, 3; Practice 1, 3; NBPTS: 1, 2, 3, 4);
4. Collaborate with colleagues in the examination and analysis of their own and other candidates' students (Knowledge 1, 2, 3, 4; Practice 1, 2, 3, 4; NBPTS: 1, 2, 3, 4, 5).

Course Requirements

Assignments:

Course Blog:

All members of the class are expected to post to the Course Blog *before class* each week. The blog will be located on the Google space known as blogger.com.

Collaborative assessments:

All members of the class will be responsible for presenting on the work of two students for a collaborative assessment conference of about 30-45 minutes; there will be two such sessions, one on each student. These sessions will help you move forward in your work of the student analyses project. You will also be responsible for actively contributing to the collaborative assessment conferences led by your peers.

Leading class activities:

All class members will lead class discussions of 2 readings. In this discussion, you will present questions and issues to guide the discussion of one article. The group will collaborate in developing guidelines for this work.

Student Case Studies:

The culminating project for the course is an analysis of two of the students you are working with this semester. The paper will be based on analyses of the students' work and other direct observations of and interactions with the students. The written discussion will take a "descriptive stance" to develop the analyses. This paper will incorporate the work of the collaborative assessment conferences about these students.

Performance Assessments:

Assignment	Outcome	Conceptual Framework	NBPTS Core Propositions
Course Blog	1, 2, 3	K 1, 2; P 2, 4	5.
Collaborative Assessments	1, 2, 3, 4	K 1, 2, 3; P	3, 5
Leading Class Discussions	1, 2, 3, 4	K 1, 2; P 1, 2, 4.	4, 5
Student Case Studies	1, 2, 3, 4	K 1, 2, 3, 4; P 1, 2, 3, 4.	1, 2, 3, 4, 5

Course Evaluation:

Course grades are based on the following:

Course Blog and Class Participation	20%
Collaborative Assessments	20%
Leading Class Activities	20%
Student Case Studies	40%

A rubric will be provided for the Student Case Studies Project.

The calculation of final grades will be based on the following percentage scale:

94-100	A
90-93	A-
87-89	B+
83-86	B
80-82	B-

List of Resources

Web Resources:

<http://www.nbpts.org>

<http://www.newfoundations.com/GALLERY>

<http://aera-cr.asu.edu/ejournals/>

<http://www.apastyle.org/styletips.html>

<http://www.psychologymatters.org/education.html>

Print Resources Used for Course Readings:

Bingham, C. & A. Sidorkin (Eds.), No education without relation. NY: Peter Lang.

Brantlinger, E. (1994). Adolescents' interpretation of social class influences in schooling. Journal of Classroom Interaction 28(1): 1-12.

Claxton, G. & G. Wells (Eds.). (2002). Learning for life in the 21st century. NY: Blackwell.

- Hollins, E., King, J. & Hayman, W. (Eds.), Teaching diverse populations: Formulating a knowledge base. Albany: SUNY Press.
- Gonzalez, N., Moll, L. & Amanti, C. (Eds.). (2005). Funds of knowledge: Theorizing practices in households, communities and classrooms. Mahwah, NJ: Erlbaum.
- Hasan, R. (2002). Semiotic mediation and mental development in pluralistic societies. In Claxton & Wells.
- Himley, M. & Carini, P. (Eds.). (2004). From another angle: Children's strengths and school standards. NY: Teachers College Press.
- Hurd, P. (2000). Transforming middle school science education. NY: Teachers College Press.
- Kincheloe, J., Steinberg, S. & Hinchey, P. (Eds.). (2002). The post-formal reader: Cognition and education. NY: Routledge.
- Lave, J. (1996). Teaching, as learning, in practice. Mind, Culture, and Activity 3(3): 149-164.
- Lesko, N. (2001). Act your age! A cultural construction of adolescence. NY: Routledge/Falmer.
- Martin, J. R. (1994). Changing the educational landscape: Philosophy, women and curriculum. NY: Routledge.
- Vygotsky, L. S. (1978). Mind in society. Cambridge, MA: Harvard University Press.

Project Rubric

CATEGORY	7 or 8 points	5 or 6 points	3 or 4 points	1 or 2 points
Descriptive Language	Language is consistently used with careful precision and evident respect for each student's uniqueness.	Language is mostly used with careful precision and evident respect for each student's uniqueness.	Language is sometimes used with careful precision and evident respect for each student's uniqueness.	Language is almost never used with careful precision and evident respect for each student's uniqueness.
Description of Context	Description of the context richly frames the discussion and supports the analysis and interpretation of data.	Description of the context helps to frame the discussion and to provides some support for the analysis and interpretation of data.	Description of the context is somewhat disconnected from the discussion and provides limited support for the analysis and interpretation of data.	Description of the context adds little to the discussion and fails to support the analysis and interpretation of data.
Amount of Information	All topics are addressed and all questions answered with enough sentences about each.	All topics are addressed and most questions answered with enough sentences about each.	All topics are addressed, and most questions answered with some sentences about each.	One or more topics were not addressed.
Quality of Information	Discussion clearly relates to the main topic. It includes several supporting details and/or examples.	Discussion clearly relates to the main topic. It provides some supporting details and/or examples.	Discussion relates to the main topic, but not enough details and/or examples are given.	Discussion has little or nothing to do with the main topic or no supporting details or examples are given.
Concept(s) from Readings	Any Concept from the course reading is fully explained and the application of the concept to the case study is clear.	Any Concept from the course reading is fully explained and the application of the concept to the case study is somewhat clear.	Any Concept from the course reading is somewhat explained but the application of the concept to the case study is somewhat unclear.	Any Concept from the course reading is not well explained and the application of the concept to the case study is unclear.
Reflection	Reflection offers important insights into the process and results of conducting the case studies.	Reflection offers some insights into the process and results of conducting the case studies.	Reflection offers limited insight into the process and results of conducting the case studies.	Reflection offers no insights into the process or results of conducting the case studies.
Organization	Discussion is very well-organized with well-constructed paragraphs and subheadings.	Discussion is organized with well-constructed paragraphs.	Discussion is organized, but paragraphs are not well-constructed.	The discussion appears to be disorganized.
Mechanics	No grammatical, spelling or punctuation errors.	Almost no grammatical, spelling or punctuation errors.	A few grammatical, spelling, or punctuation errors.	Many grammatical, spelling, or punctuation errors.